

**REQUEST FOR
CONSIDERATION OF STATUTORY ASSESSMENT
(COSA)**

Professionals completing this form are requesting that the Local Authority SEND Commissioning Panel consider a full assessment of need as defined in the Code of Practice 2015.

Completion of the form is NOT a direct request for additional funding.

The form, and its supporting evidence, will be considered at a Panel meeting where professionals from Education, Health and Social Care will decide whether the presented learner's needs indicate that a full statutory assessment is required in order to plan provision.

It is ESSENTIAL that all evidence listed on the accompanying checklist is provided AT THE SAME TIME as the request form.

PLEASE NOTE THAT FOLLOWING THE PANEL MEETING, IF THE REQUEST IS DECLINED PAPERWORK WILL NOT BE HELD BY THE SEN TEAM. YOU ARE THEREFORE ADVISED TO KEEP YOUR OWN FULL COPY FOR FUTURE REFERENCE.

The accompanying guidance should also be used when completing the request form to ensure all relevant information is included.

This is a checklist of the essential and additional information needed. The Panel will not consider the request unless ALL the information listed below as essential is included. Where the box is grey, the evidence will be presented within the paperwork named at the top of the column. So, for example, the rationale for requesting a COSA is included within the request form.

	Essential Evidence	Request Form	Appendix
1	Completed referral form, including parental consent (NB parental responsibility)		
2	Parent/Carer views of the needs of the child/young person and the progress they are making. Please include their short and long term aspirations		
3	Pupils views of their needs; the support they feel helps them and what more they need		
4	Rationale for requesting for a statutory assessment		

5	Attendance record for the past 12 months		
6	Provision map/SEN Support plan showing: <ul style="list-style-type: none"> • 2 cycles of APDR (over 2 terms) • The use of appropriate resources and equipment to access the curriculum. • Class/subject teacher planning demonstrating differentiation suitable to need and QFT • advice/expertise from SENCO/specialist school based staff 		
7	Timetable of a typical week showing support provided and GROUP SIZE/Ratio, including detail about provision in place that is different or additional to what is available to other learners		
8	Relevant and recent reports from a suitably qualified specialist involved (past 12 months) eg Educational Psychologist, Speech and Language Therapist, Physiotherapist, OT, CYPS, ASD/Behaviour specialists, Communication/Literacy specialists, Sensory Support specialists, Portage		
9	For EY, evidence of consultation with EY Inclusion Consultant		
10	Evidence of tracked progress/attainment over time and how this differs from others of the same age		
11	Reviews of SEN Support - must include intervention plans, evidence of progress, reports/minutes of a series of meetings held with family/learner over the past 12 months. MUST include evidence of impact of interventions		
12	Evidence of Early Help/Hub referrals with actions and outcomes (from past 12 months), if these have taken place		
13	Relevant information relating to any identified Social Care needs		
Additional Information (as applicable)			
14	SUMMARY of behaviour log with analysis; triggers, strategies employed and effectiveness of behaviour plan in place		
15	Individual Health Care Plan		
16	If at risk of exclusion, evidence of graduated response as described by Inclusion Team		

All written documentation must follow information governance guidelines and be:

- Signed, including designation
- Dated
- On headed paper if from an external specialist, organisation, school or setting

SECTION 1 Child/Young Person and Family Details			
Family Name		Forename	
Date of Birth		NC Year Group	
Educational Setting			
Date of admission		UPN	
Home Language		Gender	
Name of parents/carers currently living with child/young person		Telephone number	
Relationship to CYP		Contact Email address	
Home Address inc postcode			

Information about Social Care involvement	
Is the child/young person Looked After (LAC)	Yes/No
Is the child/young person a Child in Need or subject to a Child Protection Plan?	Yes/No
If yes to either, responsible local authority and named Social Worker	
Is there an EHA in place?	Yes/No
If yes, who is the lead professional?	

Attendance (percentage for current academic year)	
Comments	Eg comments about the attendance figure, factors impacting on attendance, impact on learning, measures that school has taken to improve attendance. For Early Years, please comment on overall attendance

SECTION 2 Referrer Details	
Name	
Educational setting/School name	
Email address	
Role	

SECTION 3 Professionals Involved			
<p>If you are using and submitting the County SEN Support Plan as part of your application, the inclusion of section 3 in full provides sufficient detail and there is no need to complete the box below. If not, please complete in full.</p>			
Service	Name	Contact Details	Dates of involvement
Eg SEND Behaviour support service	Fiona Tarn	fiona.tarn@northumberland.gov.uk 01670 624802 SEND Support Services, South View, Ashington, NE63 0SF	
Paediatric Occupational Therapy	Susan Wright	susan.wright3@northumbria-healthcare.nhs.uk 01670 564059 Northumbria Healthcare NHS Foundation Trust Child Health, Woodhorn Lane, Ashington NE63 9JJ	

SECTION 4 All About Me

If you are using and submitting the County SEN Support Plan as part of your application, section 2 may be submitted as evidence for this. If not, please submit a One Page Profile which includes the following information/views:

- People like and admire me because....
- I enjoy....
- These things are important to me....
- These things are not working well....
- It would be better if....
- In the future I would like....

Examples of One Page Profiles can be found within the Graduated Approach Guidance, or on line. For EY, refer to the toolkit for an example. Please note that an adult can complete this on behalf of a child who is unable or unwilling to do so. It should be indicated on the profile when this has been the case.

SECTION 5 Description of Needs (as recorded on SEN Register)

PLEASE ONLY TICK ONE BOX FOR PRIMARY NEED. It is important that you decide this based on evidence/advice and that it is agreed by all involved, and that it matches what has been recorded on the school SEN register. All secondary needs that apply can be ticked.

Type of SEN	Categories	Primary Need	Secondary needs
Communication and Interaction	Speech Language and Communication (SLCN)		
	Autism Spectrum Disorder (ASD)		
Cognition and Learning	Specific Learning Difficulties (Dyslexia) (SpLD)		
	Moderate Learning Difficulties (MLD)		
	Severe Learning Difficulties (SLD)		
	Profound and Multiple Learning Difficulties (PMLD)		
Social Emotional and Mental Health	Social Emotional and Mental Health Difficulties		
Sensory and Physical	Hearing Impairment (HI)		
	Vision Impairment (VI)		
	Multisensory Impairment (deafblindness) (MSI)		
	Physical Disability (PD)		

Relevant background information:
<ul style="list-style-type: none"> • History of external service/professional involvement • First concerns raised - what and when? • Relevant family information • Useful information referring to transition points, if relevant

Communication and Interaction	
Strengths	Concerns
What is going well? Where has there been progress?	What concerns you? Evidenced comparison with ARE and/or peers? Impact of C and I need on learning in school?

Cognition and Learning	
Strengths	Concerns
What is going well? Where has there been progress? Attitudes to learning?	What concerns you? Evidenced comparison with ARE and/or peers? Attitudes to learning? Impact of cognition and learning needs on access to the curriculum?

Social Emotional and Mental Health	
Strengths	Concerns
What is going well? Emotional health?	What concerns you? Impact of SEMH on learning in school?

Sensory and Physical	
Strengths	Concerns
What is going well? Progress? Evidence of self management of issues?	What concerns you? Impact of sensory/physical issues on learning?

Are there any health needs? If so, how are they impacting on the learning of the child/young person?
<ul style="list-style-type: none"> • Medical conditions, with and without specialist support • Management of conditions • Medication?

Social care information to be gathered through conversations with the CYP/Family/setting and school staff
<ul style="list-style-type: none"> • What is going well for the child and their family? • What support do they receive from family, friends, community members and other professionals? • Is there anything the child and family are finding difficult, challenging or stressful at home? • What does the CYP do outside school? What are their hobbies and interests? Do they face any barriers or challenges accessing these activities?
Further Social Care information where the learner is currently known to statutory Social Care, has been known to statutory Social Care or has an EHA open
<ul style="list-style-type: none"> • Is the learner CIN, or subject to a Child Protection Plan? • Do they/their family receive active support from any Social Care teams? • What is the level of involvement? • Please include any involvement that you are aware of in the past 12 months, even if the case is now closed. Provide dates if possible

Summarise your reasons for requesting a COSA
<ul style="list-style-type: none"> • Why request a COSA rather than continue at SEN Support?

SECTION 6 Evidence of a Graduated Approach

If you are using and submitting the County SEN Support Plan as part of your application, evidence of your interventions will be recorded in sections 6 and 7. Submission of these pages demonstrating 2 cycles of APDR will be sufficient. For Early Years, you can submit Action Review Records from the toolkit reflecting 2 cycles of APDR.

If you are not using either, please complete the tables below for CYCLE 1 and for CYCLE 2. You may need to copy and paste further tables as required. There should be enough tables to record all identified outcomes, provision etc from your SEN Support Plan.

CYCLE 1

Outcome/target:	X will be able to identify and use rhyme involving CVC words with the same spelling patterns (eg log - dog, fan - can)
What has happened to help me to achieve this?	Short intensive 1:1 sessions building up skills and knowledge with time to practice and embed. Teaching staff to be encouraged to build into class based work where possible.
Who did it?/Who advised us about it?	Delivered by a Teaching Assistant as advised by a Literacy Support Specialist.
How often? (frequency and duration)	Twice each week for 20 minutes.
What resources were needed? (including costs)	(Only include here costs of what is additional to and different from what is provided for any other learner eg costs of photocopying/printing/enlarging should not be included as any learner would require worksheets to be printed, copied etc
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	X can now reliably rhyme CVC words with the same spelling patterns the majority of the time and is now showing further development of this through everyday use and practice. Intervention to continue moving on to rhyming longer words with different spelling patterns.

Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	
What resources were needed? (including costs)	
Evaluation of Impact - has the	

outcome been fully met? Has what we have done worked?	
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Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	
What resources were needed? (including costs)	
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	

Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	
What resources were needed? (including costs)	
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	

CYCLE 2

Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	

What resources were needed? (including costs)	
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	

Outcome/target:	
What has happened to help me to achieve this?	
Who did it?/Who advised us about it?	
How often? (frequency and duration)	
What resources were needed? (including costs)	
Evaluation of Impact - has the outcome been fully met? Has what we have done worked?	

SECTION 7 Child/Young Person's previous and current academic progress

It is essential that the Local Authority has information related to progress and attainment. Schools and settings use different tracking and monitoring mechanisms, all of which may be cited as appropriate in order to ensure that a summary of progress over time can be provided below:

Time frame	Subject or assessment measure	Age related expectation	Learner working at
Eg Summer 2016	KS 2 SATS English reading	Scale Score: 100	Score: ns (TA Y3 developing)
Summer 2017	School internal assessment English reading	Y7 expected	Y4 emerging
End Autumn 2017	School internal assessment English reading	Y8 emerging	Y4 emerging

SECTION 8 Data Protection and Information Sharing

In line with the SEND Code of Practice, the Local Authority must notify and gather information from relevant professionals about the education, health and care needs of the child/young person named above. This will include gathering and sharing information with:

- Health services
- Social Care services
- Educational and training providers
- Educational Psychologists
- Other professionals involved with the child or young person.

We will not provide the personal information contained here to any other external organisation or individual unless it is lawful to do so, where sharing is covered by a data sharing agreement or Service Level Agreement (SLA), or where you have provided explicit consent to do so. Personal data will be held securely, then destroyed when the learner reaches their 33rd birthday. The Children's Services retention schedules and SEND Privacy Notice can be found on the Council's website.

In addition, we also record aspects of the data in order to help with monitoring and for service planning purposes.

By signing this referral form:

-you agree to the sharing of information

-you confirm that you have seen all the documents being submitted

Do you have parental responsibility? Yes No

If no, who does?.....

Name

Signature

Date

Learner consent

If the learner is over 16 years of age, and has mental capacity, they must also sign this themselves giving consent for the application

Name

Signature

Date

SECTION 9 Headteacher/Setting Leader Declaration

I confirm that I have checked that the essential evidence is all included with this application, and that the form is completed as appropriate. In line with the SEND Code of Practice (2015) education settings are advised to discuss the request for an EHC needs assessment fully with parents/carers and young people before submitting to the Local Authority. I confirm that parents/carers have seen all evidence and documentation being presented as part of this application.

Please select one of the following options:

I am happy that this information forms the views of our school/setting should this request be taken forward for a full statutory assessment of need

I would like the opportunity to present further information if the application is taken forward for a statutory assessment of need

Name

Signature

Date

Additional Guidance:

PLEASE NOTE - ALL PAPERWORK SHOULD BE SUBMITTED TO THE SEN TEAM IN ONE BUNDLE.

Options are:

1. **Securely** by post
2. Via Courier
3. **Securely** by email sen@northumberland.gov.uk



Northumberland
County Council

**Parent/Carer Views - Request for a Consideration of Statutory
Assessment (COSA)**

Child's name	
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Current school/setting	
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By the time you are being asked to complete this form, you will have already been involved in discussions with school staff about your child's progress and what is being put into place to support them. Your thoughts will have been recorded as part of the planning up to this point, and the school SENCo will have recorded and included these thoughts in the request form.

This form asks you to think about some direct questions. You can, of course, ask someone to help you fill it in if you wish. It will be included when the school submits the request. If the decision is made to carry out the statutory assessment (for EHCP), you will be asked to provide more advice, in more detail.

What do you think about your child's progress?

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What are your child's difficulties? What do you think they need help with? Are there any barriers to learning at the moment?

What additional help (beyond what is already being provided) do you think would make a difference?

How does your child feel about going to school?

Please use this box to write anything else that you think is important

Please feel free to add copies of any specialist reports that you have received, and return the form and any reports to school for them to send in to the Council with their completed forms.

Name **Do you have parental responsibility? Yes No**

Signature.....

Date.....